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ABSTRACT

The structure and organization of the first four levels of the Southwest Regional Laboratory (SWRL) Drama and Public Speaking Program to be tried out in 1972-1973 are described in this paper. The program structure is defined in terms of skill, content, and assessment areas. Specific subareas of content are listed and are to be used to guide lesson development. For each assessment area, various criteria are given; these form the primary outcomes of the program. A task analysis for teaching children to plan stories and plays is also included as part of the program's structure. The program's organization is described, and various examples of materials and tests are referenced. Summaries of each of the 30 lessons at each of the four levels and the level 1 Teacher's Guide are included in the appendixes. (Author)

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SOUTHWEST REGIONAL LABORATORY TECHNICAL MEMORANDUM

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TITLE: STRUCTURE AND ORGANIZATION OF THE SWRL DRAMA AND PUBLIC SPEAKING PROGRAM FOR 1972-73 TRYOUT

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ABSTRACT

This paper defines the structure and organization of the first four levels of the SWRL Drama and Public Speaking Program to be tried out in 1972-73. The program structure is defined in terms of three areas: skill areas, content areas, and assessment areas. Specific subareas of content are listed and will be used to guide lesson development. For each assessment area, various criteria are listed and these form the primary outcomes of the program. A task analysis for teaching children to plan stories and plays is also included as part of the program's structure. The program's organization is described and various examples of materials and tests are referenced. Summaries of each of the 30 lessons at each of the four levels and the Level 1 Teacher's Guide are included in the appendices.

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STRUCTURE AND ORGANIZATION OF THE SWRL DRAMA AND PUBLIC SPEAKING PROGRAM FOR 1972-73 TRYOUT

Fred Niedermeyer, Linda Oliver, and Dayna Kalins

The SWRL Drama and Public Speaking Program is designed to enhance the oral-language development of primary-grade children. To achieve this goal, the children receive systematically structured learning activities that progress from performing simple pantomimes and improvisations to planning and scripting plays and participating in debates.

PROGRAM STRUCTURE

The structure of the program is defined by three dimensions: (1) skill areas, (2) content areas, and (3) assessment areas.[1] For the Drama and Public Speaking Program, skill areas have been defined as planning, performing, and evaluating. These are analogous to the skill areas of planning, writing, and editing in the SWRL Composition Skills Program (TN 3-72-25).

Content areas refer to traditional dramatic and speaking formats into which lessons and activities may be organized. These have been designated to be pantomime, improvisation, public speaking, and play production.

Assessment areas designate the options and techniques that the performer or speaker can exercise while planning, performing (presenting), or evaluating a pantomime, improvisation, speech, or play. For example, a performer may vary the dialogue, gesture and movement, facial expression, and voice used to portray a character in a story. For each assessment area, various criteria may be designated for judging skill use within the various content areas, e.g., facial expression (assessment

[1]The authors are indebted to Dr. Edys Quellmalz for her conceptualization of how to define a program's structure.

area) accurately portrays (criterion) the pantomime (content area) being performed (skill area).

Table 1 presents the basic skill, content, and assessment areas which define the structure of the program. Table 2 specified subareas of content and assessment criteria which can be used in lesson development. Entries on the tables are not exhaustive and new areas, subareas, and criteria may be added during development.

The assessment criteria listed in Table 2 form the primary outcomes of the Drama and Public Speaking Program. They are useful when developing performance tests at each level. All of the elements in Table 2 may be used to formulate and sequence instructional activities at each level. A complete listing of lesson activities by content area for all four levels of the program appears in Appendix A.

Story planning is a particularly difficult skill area for primary level children. As part of the Drama and Public Speaking Program, children develop story planning skills in a systematic progression. Tables 3 and 4 indicate the progression of story planning activities as they relate to the content areas of pantomime-improvisation and play production, respectively. In each table, program levels are indicated at which the various activities occur. (Note that the progression is carried out through seven levels of the program, in anticipation of future development.)

PROGRAM ORGANIZATION

Materials designed to provide instruction and practice within the program structure are organized into 30 weekly lessons at each level. (See lesson summaries in Appendix A.) Teachers are to schedule the 30

Table 1. Basic Structure of the SWRL Drama and Public Speaking Program

Skill Areas	Content Areas	Assessment Areas
Plans	Pantomime	Movement and Gesture
Performs (Presents)	Improvisation	Facial Expression
Evaluates (Analyzes and criticizes)	Public Speaking	Voice
	Play Production	Dialogue
		Content of Speeches
		Story Planning
		Evaluation
		Confidence and Involvement

Table 2. Content Subclasses and Criteria for the Drama and Public Speaking Program

Skill Areas	Content Areas with Subareas	Assessment Areas with Criteria
Plans Performs Evaluates	**Pantomime** . Facial expressions . Emotions . Realistic action sequences . Sensory experiences . Short scenes . Detailed story summaries . Characterizations . Slow motion . Charades . Child-originated story plots **Improvisation** . Fairy tales and myths . Detailed story summaries . Puppets . Short scenes . Stories involving social conflict . Characterizations . Unfinished stories . Child-originated story plots **Public Speaking** . Descriptions of familiar objects . Descriptions of fantasy animals and people . Narrations of familiar events . Narrations of fantasy events . Group stories . Instructional speeches . Persuasive speeches . Summarizations . Debates . Panel discussions	**Movement and Gesture** . Accurately portray a situation or object . Follow the plot or story . Accurately portray a character . Contain step by step details . Relate well to other players . Maintain the attention of audience **Facial Expression** . Accurately portrays the situation . Accurately portrays a character . Reflects emotions **Voice** . Speaks clearly with adequate volume . Tone of voice indicates various emotions . Tone of voice changes to maintain audience interest . Voice accurately portrays specific characters . Voice accurately interprets lines of play, story, or poem **Dialogue** . Improvises lines that follow story . Improvises lines that accurately depict a character . Improvises lines that add to and enhance story . Lines relate well to other players . Speaks freely with considerable amount of dialogue

(con't)

(con't)

Table 2 (con't)

Content Areas with Subareas	Assessment Areas with Criteria
Play Production . Tongue twister drills . Scripted plays . Dramatic readings of stories and poems . Unfinished scripts . Child-originated scripts	**Content of Speeches** . Speech has continuity . Speaks to the given topic . Speaks in complete and fluent sentences . Speech has a beginning, middle, and end . Speech accomplishes its purpose . Speech is logical and contains illustrative examples **Story Planning** . Story has a beginning, middle, and end . Story has conflict and resolution . Story ends quickly . Story has details of character and action . Story can be acted out **Evaluation** . Identifies story plots which meet assessment criteria for story planning. . Uses assessment criteria to describe positive aspects of other children's and his own performances . Suggests appropriate improvements for inadequate story plots and performances **Confidence and Involvement** . Child is confident and relaxed . Child seems absorbed and involved in performance . Child looks at other players and at audience

Table 3. Task sequence for children learning how to plan stories to enact (improvisation or pantomime).

Given in the Lesson	Planning & Performance Tasks	Levels in Program 1	2	3	4	(5)	(6)	(7)
1. Detailed story summary (leaves little action to be "filled in" and cues much of the dialogue, e.g., "...and they talked about all the birthday presents"). Becomes slightly less detailed across levels.	a. Perform isolated pantomimes or actions prior to the story	X						
	b. Discuss and practice possible movements, actions, and dialogue as a group prior to the story (e.g., "What would you if you went into a candy store?")	X	X					
	c. Perform story one or two sentences at a time, improvising dialogue and movements	X	X	X				
	d. Perform entire story straight through with no prior practice or planning	X	X	X/	X	(X)		
2. Incomplete or unfinished detailed story summary (gives conflict but not the resolution).	a. Discrimination between teacher-read endings which are "good" and "bad"	X	X					
	b. Plan possible endings in large group with teacher	X	X	X				
	c. Plan endings in small groups of children			X	X			
	d. Write out endings to enact				X	(X)		
	e. Act out endings with no prior planning (social conflict stories), but evaluation and replanning after enactment			X	X	(X)	(X)	(X)
3. One- or two-sentence "story idea" which contains characters, setting, conflict and resolution (e.g., two bear cubs were tricked by a mean wolf into leaving their den; just as the wolf is about to put them in the stew, Mother Bear arrives and chases the wolf away).	a. Discriminate between teacher-read story ideas and story summaries which are "good" and "bad"		X	X				
	b. Plan story in large group with teacher		X	X	X	(X)		
	c. Plan story in small groups of children		X	X	X	(X)		
	d. Plan and write out detailed story summary				X	(X)	(X)	
4. Only setting (e.g., a "western"), or characters (e.g., two mischievous monkeys and a zoo keeper), or plot-type (e.g., danger and rescue), or any two of these elements.	a. Plan story idea and detailed summary in large group with teacher				X	(X)	(X)	
	b. Plan story idea and detailed summary individually or in small groups of children					(X)	(X)	(X)
	c. Plan and write out detailed story summary individually					(X)	(X)	(X)

Table 4. Task sequence for children learning how to plan and write plays

Given in the Lesson		Planning & Performance Tasks	Levels in Program 1	2	3	4	(5)	(6)	(7)
1. Completely scripted play.	a.	Read through and practice separate movements, actions and inflections on a rehearsal basis	X	X	X		(X)	(X)	(X)
2. Scripted play with occasional lines left out.	a.	Plan missing lines with teacher in large-group and copy in agreed-upon lines			X	X			
	b.	Plan and write missing lines individually or in small groups on practice sheet, but then meet with teacher in large group to agree upon lines and copy these in the script				X	(X)		
3. Unfinished, scripted play (conflict complete, resolution unspecified).	a.	Plan ending with teacher in large-group and copy in agreed-upon ending			X	X			
	b.	Plan and write lines for ending individually or in small groups on practice sheets, but then meet with teacher in large group to agree upon ending and copy lines into script					(X)	(X)	
4. Detailed story summary (could be SWRL-provided summary or a summary created by class or individual during improvisation---see Table 1, No's. 3 and 4).	a.	Transpose into script as a class				X	(X)	(X)	(X)
	b.	Transpose into script individually or in small group (best one can be dittoed by teacher and performed)					(X)	(X)	(X)

lessons at each level on a weekly basis, conducting three sessions each week. Sessions range from 20 to 40 minutes each, depending on the level, e.g., Level 1 teachers plan three 20-minute sessions per week and Level 4 teachers plan three 20-minute sessions per week. A level may be completed in less than 30 weeks by scheduling instruction on a daily basis.

Procedures for each lesson are provided on Teacher Lesson Cards. The lessons are designed to be administered by teachers who have not had special training in speech and drama, and the Lesson Cards contain all of the information required to conduct each lesson. Supplementary materials (illustrated posters, scripts, etc.) are also provided for certain lessons. Sample Teacher Lesson Cards and supplementary materials may be seen in TM 3-71-09.

Tests will also be provided at each level to assess end-of-year class achievement. The Level 1 test may be seen in TM 3-72-06. Similar tests at Levels 2 and 4 remain to be developed.

The Teacher's Guide at each level describes the outcomes, materials, scheduling options and teacher procedures for that particular level. The Level 1 Teacher's Guide appears in Appendix B. Teacher's Guides for the remaining levels will be similar.

REFERENCES

TN 3-72-25 "Structure of the SWRL Composition Skills Program," Quellmalz, Niedermeyer and Trithart.

TM 3-71-09 "Effects of Drama Instruction on the Performance of Kindergarten and First-grade Children," Oliver, Niedermeyer and Sullivan.

TM 3-72-06 "Criterion Referenced Tests for the SWRL Kindergarten Curriculum," Niedermeyer and Giguere.

Appendix A

Lesson Summaries by Content Area for Each Level[1]

PANTOMIME

LEVEL 1

1. Lesson 1 - Children imitate the actions and expressions of others by mirroring a leader.

2. Lesson 2 - First, the children imitate the facial expressions in drawings of people's faces. Then the children act out given sentences, using the proper facial expressions.

3. Lesson 3 - Children perform simple pantomimes of actions, both as a class and in small groups.

4. Lesson 4 - The children act out several situations which emphasize sensory experience.

5. Lesson 5 - The children practice making specific sounds which express feelings and then add the sounds to their pantomimes.

6. Lesson 6 - Children pretend that they are visiting the planet Mars where no one understands their language. They act out given situations using pantomime accompanied by sounds.

7. Lesson 9 - Given a detailed story summary, the children pantomime the story as the teacher narrates.

8. Lesson 10- Given a detailed story summary, the children pantomime the story as the teacher narrates. (Same as Lesson 9, but with a stronger emphasis on pantomiming the character's mannerisms and emotions.)

LEVEL 2

9. Lesson 1 - The children imitate the facial expressions in drawings of people's faces. Then they perform simple pantomimes of actions, both as a class and as individuals. Emphasis on doing pantomimes slowly.

10. Lesson 2 - The children pantomime specific situations, with an emphasis on sensory learning.

11. Lesson 3 - Given a detailed story summary, the children pantomime it as the teacher narrates.

12. Lesson 6 - Given a detailed story summary, the children pantomime the story as the teacher narrates.

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[1] Lessons 28 for Levels 1 and 2 are not included in this list. Both are review lessons with instruction covering three areas---pantomime, improvisation, and public speaking.

13. Lesson 20- Shown pictures of people with specific characteristics, the children practice pantomiming their movements and facial expressions.

LEVEL 3

14. Lesson 1 - Given a detailed story summary, the children pantomime the actions as the teacher narrates.

15. Lesson 2 - The children perform pantomimes which require them to practice specific body movements. Then they act out a story.

16. Lesson 4 - The children pantomime given actions both at regular tempo and in slow-motion. Then they act out a story, first in slow-motion and then at regular tempo.

17. Lesson 6 - Given pictures of people with specific characteristics, the children pantomime their movements and facial expressions.

18. Lesson 7 - The children are given a sheet containing two word lists, one list containing adjectives and the other containing nouns. First, they pantomime each word separately. Then they select one word from each list and pantomime them together. The class guesses which words have been chosen.

LEVEL 4

19. Lesson 1 - The children pantomime a two-scene story, first in regular tempo and then in slow-motion.

20. Lesson 2 - The children play "ABC Charades." Each child is assigned a letter of the alphabet and makes a list of words starting with that letter. Then he pantomimes as many words from his list as the class can guess.

21. Lesson 9 - Given cards containing a "vignette for one character," each child selects a card and pantomimes what is on it. Then the class guesses what the child was pantomiming.

22. Lesson 15- Each child makes up his own "vignette for one character," writes it down and pantomimes it for the class. The class guesses what the child is pantomiming.

23. Lesson 27- Given a one or two sentence story idea, the class, working as a whole, plans a pantomime story. Then individual groups pantomime the planned story for the class.

IMPROVISATION

LEVEL 1

1. Lesson 12- Given a familiar fairy tale, the children improvise dialogue and action while the teacher narrates.

2. Lesson 13- Given a detailed story summary, the children improvise the dialogue and actions.

3. Lesson 15- First, the children do pantomimes which require them to use imaginary objects. Then given two story summaries, they improvise both the dialogue and actions.

4. Lesson 16- Given two story summaries, the children improvise both the actions and dialogue.

5. Lesson 18- Given a two-scene story summary, the children improvise the dialogue and action.

6. Lesson 20- Given unfinished stories with several endings, the children decide which are good endings for the stories. Then they act out the complete stories.

7. Lesson 22- Two children at a time perform skits. One child performs an action while the other acts as a prop.

8. Lesson 24- Given unfinished stories involving a social-conflict situation, the children as a class plan endings for the stories. Then groups act out the stories.

9. Lesson 26- Given several unfinished stories, the children as a class plan endings. Then individual groups act out the completed stories for the class.

10. Lesson 27- Given unfinished stories, the children as a class plan endings for the stories. Then, using paper puppets, they act out the stories.

LEVEL 2

11. Lesson 8 - Given a well-known fairy tale, the children improvise the story using dialogue and actions.

12. Lesson 9 - Given several story summaries, children improvise the dialogue and actions.

13. Lesson 11- First the children practice pantomiming specific actions. Then given two story summaries, children improvise the dialogue and actions.

14. Lesson 13- Shown illustrated story boards, the children improvise dialogue and actions for the stories depicted in the illustrations.

15. Lesson 14- Two children at a time perform skits. One child performs an action while the other acts as a prop.

16. Lesson 15- Given story-beginnings with several endings, the children decide which are good endings for the stories. Then given a story without an ending, the class as a group plans an ending for the story. Individual groups of children act out the completed story as a group.

17. Lesson 21- Given a detailed story summary in which the characters have specific mannerisms, the children improvise the dialogue and actions.

18. Lesson 23- Given a story-beginning involving a social-conflict situation, the class plans an ending for the story. Then groups act out the whole story.

19. Lesson 25- Given a brief but complete story idea, the children as a class plan the details of the story. Then small groups act out the finished story.

20. Lesson 27- Given a complete story idea, the children, working in small groups, plan the details of the story. Then each group, using paper puppets, acts out its story for the class.

LEVEL 3

21. Lesson 8 - Given several pictures of characters, the children practice making up voices to fit the characters. Then they use these voices in acting out a story.

22. Lesson 9 - The children act out a story using words and actions. They play characters who have specific physical and vocal mannerisms.

23. Lesson 14- Given unfinished stories, the class as a group plans endings for the stories. Then groups of children act out the stories.

24. Lesson 16- Given unfinished stories involving a social-conflict situation, the class plans endings for the stories. Then individual groups act out the stories.

25. Lesson 18- Given unfinished stories, the children, working in small groups, plan endings for the stories. Then each group acts out its completed story for the class.

26. Lesson 24- Given unfinished stories involving a social-conflict situation, the children improvise, with no prior planning, the endings to the stories.

27. Lesson 25- Given several story ideas, the children decide which are good ones for planning stories. Then, using the good ideas, the class as a group plans the story details. Individual groups act out the completed stories.

28. Lesson 26- Given several story ideas, the children, working in small groups, plan the story details. Then each group acts out its story for the class.

29. Lesson 28- Given "Pick a Story" sheets (outlines containing the four essential elements of a story), the children, working in small groups, plan and act out a complete story before the class.

LEVEL 4

30. Lesson 4 - The children improvise the dialogue and actions to two Greek myths.

31. Lesson 5 - Given a story summary which is complete except for an ending, the children, working in small groups, plan and write out an ending to the story. Then each group acts out its completed story.

32. Lesson 8 - Given the beginning of a story, the children make up their own endings. These stories require the children, in a role playing situation, to practice considering the possible consequences of an action.

33. Lesson 13- Given a story idea, the class as a group plans the story details. Then individual groups act out the finished story.

34. Lesson 17- Given story-beginnings involving social-conflict situations, the children make up endings for the stories.

35. Lesson 20- Given a sheet containing story ideas, the children working in small groups plan and act out detailed stories, based on the story ideas.

36. Lesson 24- Given "Pick a Story" sheets (outlines containing the four elements of a good story), the children, working in groups, select an outline and plan a detailed story to act out, based on the outline. Before the story is acted out, each child writes out the detailed story summary.

37. Lesson 26- Given only a list of characters, the children as a class plan a story. Then individual groups of children act out the story.

PUBLIC SPEAKING

LEVEL 1

1. Lesson 7 - Using both words and actions, each child gives a description of an object in the classroom. The rest of the class tries to guess which object the child is describing.

2. Lesson 8 - The children as a group retell a fairy tale. The teacher reads the tale and the children take turns retelling the story.

3. Lesson 11- Individual children give short talks in which they describe a favorite thing (e.g., animal, food, T.V. show).

4. Lesson 14- Individual children give short talks in which they tell what they do when they go a certain place (e.g., the beach, zoo, home from school).

5. Lesson 19- The children as a group retell a story. The teacher reads the story and then the children take turns retelling it.

6. Lesson 23- Individual children give short talks in which they tell what they would do in a certain situation (e.g., if they could fly, if they found a lost kitten in the rain).

LEVEL 2

7. Lesson 4 - Given a short story summary, the class as a group retells the story.

8. Lesson 5 - Individual children give short talks in which they describe what they would do if they were someone else.

9. Lesson 7 - Individual children give talks in which they describe a "secret something." Then the class guesses what has been described.

10. Lesson 10- Shown illustrations of imaginary animals, the children give short talks describing them (e.g., what they look like, where they live).

11. Lesson 19- The children tell a group story. The teacher begins the story and the children take turns adding on to the story.

12. Lesson 24- Individual children give talks in which they tell how to do something (e.g., "How to dry the dishes").

13. Lesson 26- Individual children give talks in which they tell how to do something (e.g., "How to cross the street safely").

LEVEL 3

14. Lesson 3 - Each child gives a talk to the class in which he describes something familiar. Then the class tries to guess what he has described.

15. Lesson 5 - Individual children give short talks to the class in which they describe how to do something (e.g., "How to play four-square").

16. Lesson 15- Individual children give talks in which they try to convince the class of something (e.g., "Cats are more fun than dogs").

17. Lesson 17- Individual children give convincing talks in which they first support one point of view and then later support the opposite point of view.

18. Lesson 19- Individual children give convincing talks in which they pretend to be "salesmen" selling a chosen item.

19. Lesson 23- Two children at a time present a debate to the class on a given topic. Then a panel of three "judges" evaluates both arguments and votes on which was the most convincing.

20. Lesson 26- Two children at a time present a debate. Then a panel of "judges" votes on which talk was the most convincing.

LEVEL 4

21. Lesson 3 - The children give talks in which they demonstrate how to do something. After each talk, the children devise and administer a simple test to selected children, having them reproduce the demonstration.

22. Lesson 7 - The children give informative talks on a familiar topic. After each talk, the children administer a simple written or oral test to the class, to see whether their talks has been effective.

23. Lesson 12- Given a sheet containing two arguments, each with a paragraph pro and con, the children give talks in which they summarize one of the arguments.

24. Lesson 14- Given several topics, each child selects one, takes notes on what he wishes to say, and then presents a persuasive talk on that topic.

25. Lesson 16- Given several topics, teams of children select one, and present debates from notes which they have prepared in advance. A panel of judges summarizes the arguments and votes on which one was the most convincing.

26. Lesson 18- Teams of children present debates on topics of their own choice from notes they have prepared in advance. Judges summarize the arguments and decide which was the most convincing.

27. Lesson 23- Each child prepares notes and presents a talk on a topic of his own choice.

28. Lesson 25- Given specific topics, a group of children conduct a panel discussion. Each child speaks from notes which he has prepared in advance.

29. Lesson 28- Selecting topics of their own choice, groups of children present panel discussions. Each child speaks from notes prepared in advance.

PLAY PRODUCTION

LEVEL 1

1. Lesson 17- Given sheets of sentences, the children read aloud for oral reading fluency and emotional expression.

2. Lesson 21- The children enact a short one-scene play titled "The Well."

3. Lesson 25- Tongue Twisters are practiced and memorized by the children.

4. Lessons 29 & 30 - In Lesson 29, the children read through and rehearse a play titled "Fish and Nuts." In Lesson 30, they have a final rehearsal and then perform the play.

LEVEL 2

5. Lesson 12- The children enact a short, one-scene play titled "Corn Seeds."

6. Lesson 16- Tongue Twisters are practiced and memorized by the children.

7. Lessons 17 & 18 - The children rehearse and enact a play titled "The Magic Ring."

8. Lesson 22- Given a sheet containing three-part stories, each child reads one part of the story before the class, using appropriate, expressive tones of voice.

9. Lessons 29 & 30 - The children rehearse and enact a play titled "Cowpoke Bend."

LEVEL 3

10. Lesson 10 - The children practice saying first a single word and then script lines using many different tones of voice.

11. Lesson 11- Given a three-part story and poem, each child reads one part aloud, changing his tones of voice to convey all of the different emotions in the story or poem.

12. Lessons 12 & 13 - The children rehearse and enact a play titled "The Wonder Potion."

13. Lesson 20- Given a sheet containing three stories, each child selects one to read aloud, making his tone of voice convey the emotions and excitement in the story.

14. Lessons 21 & 22 - The children are given a play script titled "Pirates!" which has lines missing. Working as a class, they plan and write in the missing lines. Then they rehearse and perform the completed play.

15. Lessons 29 & 30 - The children are given a play script titled "Carnival Time" which has no ending. The children, working as a class, plan an ending and each child copies it on his script. Then they rehearse and perform the completed play.

LEVEL 4

16. Lesson 6 - Given a sheet containing four stories, each child reads one to the class, changing his tone of voice to convey the tone of the story.

17. Lessons 10 & 11 - Given a script with lines missing, the children, working individually, plan lines to complete the script. The class selects the best lines and copies them onto their scripts. Then they perform the completed script.

18. Lesson 19- Given a sheet containing several dialogues, teams of children select one dialogue and read it twice, each reading conveying a different tone.

19. Lessons 21 & 22 - Given a script without an ending, the children improvise various endings for the play. The class selects the ending they liked best and writes out this ending on their individual scripts. Then the children rehearse and perform the completed script.

20. Lessons 29 & 30 - Given a detailed story summary, the class as a group transposes the story into a scripted play. Then they rehearse and perform the play.

TEACHER'S GUIDE

SWRL DRAMA AND PUBLIC SPEAKING PROGRAM LEVEL 1

The SWRL Drama and Public Speaking Program is designed to promote the oral-language development of primary-grade children. To achieve this goal, the children receive systematic instruction and practice in the areas of pantomime, improvisation, public speaking, and play production. The children acquire basic oral-language skills related to planning, performing, and evaluating within these four areas.

OUTCOMES

Level 1 of the four-level program is normally administered in kindergarten. It acquaints the children with the basic dramatic and public speaking skills required for subsequent levels of the program. Essentially, the children participating in Level 1 are introduced to planning, performing, and evaluating:

- pantomimes of simple actions and stories
- dialogue and action for stories
- endings for unfinished stories
- simply-structured, descriptive impromptu talks on familiar topics such as "What is your favorite pet" and "What do you do when you go to the zoo"
- short, scripted plays

A detailed listing of the planning, performing, and evaluating skills taught in Level 1 is contained in Appendix A.

MATERIALS

Each level of the Drama and Public Speaking Program includes 30 weekly lessons. Materials provided to assist in instruction and practice for the 30 Level 1 lessons are described on the following page:

Teacher Lesson Cards

These 5" x 8" buff-colored cards contain the specific information needed to administer each of the 30 Level 1 lessons. The lesson cards form the primary vehicle by which the teacher plans and conducts each drama session with the children. Many of the lessons have stories or exercises which are to be read to the children. These are found on cards placed directly behind the Teacher Lesson Card they accompany. There are a total of 46 cards provided for the Level 1 program. A short overview of each lesson is contained in Appendix B.

Activity Sheets

Ten 8½" x 11" Activity Sheets contain illustrations to accompany two of the pantomime lessons. They are to be displayed by the teacher.

Puppets

Thirty-six animal-face puppets are provided for use in planning and performing a story-ending for one lesson. These puppets are to be distributed to the children so that each child may fold and work his own puppet.

Scripts

A "Tongue Twister" sheet, a script for dramatic reading, and two play scripts are provided for each child to accompany certain play production lessons. All scripts are written in simple vocabulary so that they may be read with ease.

SCHEDULING OPTIONS

The 30 Level 1 Drama and Public Speaking lessons can be scheduled in a variety of ways. Most teachers prefer to schedule the lessons on a weekly basis. In order to give all children opportunities to engage in the practice activities provided for each lesson, three 20-minute or two 30-minute sessions should be scheduled each week. To complete the

30 weekly lessons in this manner, be sure to start the program early in the school year---no later than mid-October. (By scheduling instruction on a daily basis, it is, of course, possible to complete the Level 1 program in less than 30 weeks, but the slower schedule is usually preferable.)

TEACHING PROCEDURES

During the development of the Level 1 Drama and Public Speaking Program, the lessons were tried out in many classrooms over a period of several years. Teachers from these classrooms found various procedures most effective for obtaining maximum results with the materials. Although specific procedures needed to administer each lesson are included on the Teacher Lesson Cards themselves, certain procedures which tryout teachers found helpful can be used consistently throughout the program. These general teaching procedures are listed below. They will be very useful when teaching the program, and should be referred to often.

Evaluating Performances: Evaluate the children's performances according to the outcomes listed in Appendix A. Until thoroughly familiar with the specific performance criteria for each of the skill areas, Appendix A should be referred to often when teaching the lessons. All suggestions, demonstrations, and other efforts to improve the dramatic and public speaking skills of the children should be made in light of these outcomes.

Practice-Demonstrate-Practice Sequence: Most activities (including talks) are to be performed by the children at least twice. After initial efforts by the class, individuals who performed well should be selected to demonstrate for the group. Positive aspects of their performances should be pointed out to the class. ("I like the way Bob did his pantomime. Come up in front and show us again, Bob. Watch how carefully he pretends to put his arms in the sleeves of the jacket and zip it up.") Then the group should attempt the activity again before going on to the next one. This practice-demonstrate-practice sequence provides the children with the opportunity to evaluate their own performances and to improve.

Positive Teacher Suggestions: If a child has difficulty while performing an activity or talk, specific suggestions for improvement should be offered. These suggestions should always remain positive and constructive. ("Speak more loudly and slowly, Sue. Your talk is very interesting and you want everyone to be able to hear it.")

Class Discussion: Children should evaluate each other's performances in class discussion situations. These discussions are to remain positive with the children stressing what they liked about another's performance. Children should also suggest improvements in their own and other performances.

Praise: Praise and encouragement should be given often, especially when a child performs with interest and enthusiasm. Special attention should be given to the shy child who is reluctant to perform. Praise and encourage any attempt he makes.

"Action" and "Cut": To provide the children with cues to start and stop performances, the words "Action" and "Cut" are to be used. These cues will also provide the teacher with a means of controlling the instruction.

Low-verbal Children: Some children will be hesitant and find initial speaking activities difficult for a variety of reasons. A few children may simply be timid or not used to speaking aloud in a group. Others may be learning English as a second language. However, rather than exclude these children from the program, make every effort to help and encourage their language development. While it is important not to frustrate and discourage a child, it is just as important to provide opportunities for speaking growth and success. Initially it is appropriate to tell such a child what to say and then have him repeat it. As the child's confidence and fluency develops, questions may be used to encourage him to speak.

SOME COMMON CONCERNS OF TEACHERS

1. How can I be expected to teach drama and public speaking? Very few teachers have had specific training in these areas.

The materials and procedures were developed to be used by teachers without drama and public speaking backgrounds. A quick glance at any of the Teacher Lesson Cards will reveal that they are very complete and include all procedures required for instruction. None of the Level 1 teachers who successfully utilized the program during its development had received special training in these areas.

2. There just isn't enough time during the day and year to teach everything. How important is this program?

The Drama and Public Speaking Program helps children to acquire oral language skills which are as critical as reading and writing to a comprehensive communication skills curriculum. The Level 1 outcomes listed in Appendix A will help you decide on the program's importance.

3. While the pantomime activities seem appropriate for all children, many do not appear to be ready for the speaking tasks required for improvisation, public speaking, and play production. What about this?

Many children will, of course, be able to display good speaking skills quite readily, while others will require a considerable amount of help and encouragement. As in many other areas of learning, drama and public speaking activities may prove difficult initially for some children, and may even require several years of instruction and practice. This does not necessarily mean, however, that the activities are inappropriate, or that the children are not "ready." It may simply mean that frequent practice and teacher help are needed to develop these important oral-language skills. Note the specific suggestions under "Teaching Procedures" for working with low-verbal children.

4. What about Spanish-speaking children who are not yet fluent in English?

These children probably need an oral-language program like this more than anyone. It will be difficult initially, of course, for these children to speak aloud in English. Some teachers have allowed their children to give talks in Spanish, and then have used other children to help the speaker say it in English. At any rate, it is the

teacher who must assume the responsibility for providing speaking opportunities for these children. Otherwise their educational development will be even more seriously impaired.

5. What evidence is there that this program "really works?"

The Level 1 program was developed over a two-year period in more than 20 classrooms, encompassing a wide range of socio-economic levels and minority-group populations. These tryouts demonstrated that children can attain the stated performance skills and that they do perform better than comparable children in classes without the program. In addition, affective data revealed that the kindergarten children liked the drama activities. Teachers, too, were very favorable toward the program and found that it gave the children a chance to be active and creative in constructive ways.

Appendix A

OUTCOMES FOR THE SWRL LEVEL 1 DRAMA AND PUBLIC SPEAKING PROGRAM

Pantomime

- Uses facial expressions that portray the situation being pantomimed
- Uses gestures that portray the situation being pantomimed
- Is confident and relaxed during pantomime
- Seems involved in his performance
- Describes positive aspects of other children's and his own performance in terms of these outcomes
- Suggests appropriate improvements for inadequate performances

Improvisation

- Plans and uses lines that follow and contribute to the story
- Improvises a considerable amount of dialogue
- Uses gestures, movements, and facial expressions that follow the story
- Speaks clearly with adequate volume
- Seems involved in his performance
- Plans endings to stories which resolve a given conflict
- Describes positive aspects of other children's and his own performance in terms of these outcomes
- Suggests appropriate improvements for inadequate story plots and performances

Public Speaking

- Includes several appropriate and imaginative examples of reasons related to topic
- Speaks with continuity of thought, i.e., the sentences relate and build upon each other
- Includes a beginning, middle, and end in his talk
- Speaks fluently in complete sentences without many long pauses
- Speaks clearly with adequate volume
- Describes positive aspects of other children's and his own performance in terms of these outcomes
- Suggests appropriate improvements for inadequate performances

Play Production

- Uses gestures, movements, and facial expressions that interpret the lines and actions of the play
- Speaks clearly with adequate volume
- Uses vocal expression that interpret the lines of the play
- Seems involved in his performance
- Describes positive aspects of other children's and his own performance in terms of these outcomes
- Suggests appropriate improvements for inadequate performances

Appendix B

LESSON OVERVIEWS

Lesson Number	Skill Area	Overview
1	Pantomime	Children imitate the actions and expressions of others by mirroring a leader.
2	Pantomime	First, the children imitate the facial expressions in drawings of people's faces. Then the children act out given sentences, using the proper facial expressions.
3	Pantomime	Children perform simple pantomimes of actions, both as a class and in small groups.
4	Pantomime	The children act out several situations which emphasize sensory experience.
5	Pantomime	The children practice making specific sounds which express feelings and then add the sounds to their pantomimes.
6	Pantomime	Children pretend that they are visiting the planet Mars where no one understands their language. They act out given situations, using pantomime accompanied by sounds.
7	Public Speaking	Using both words and actions, each child gives a description of an object in the classroom. The rest of the class tries to guess which object the child is describing.
8	Public Speaking	The children working as a group, retell some familiar fairy tales. The teacher reads the tale, and then the children take turns retelling it.
9	Pantomime	Given a detailed story summary, the children pantomime the story as the teacher narrates.
10	Pantomime	Given a detailed story summary, the children pantomime the story as the teacher narrates. (Same as Lesson 9, but with a stronger emphasis on pantomiming the character's mannerisms and emotions.)
11	Public Speaking	Individual children give short impromptu talks on given topics (e.g., "What is your favorite TV show?")

Lesson Number	Skill Area	Overview
12	Improvisation	Given a familiar fairy tale, the children improvise dialogue and action while the teacher narrates.
13	Improvisation	Given a detailed story summary, the children improvise the dialogue and actions.
14	Public Speaking	Individual children give short impromptu talks on given topics (e.g., "What do you do when you go to the beach?")
15	Improvisation	First, the children practice pantomimes which require them to use imaginary objects. Then given two story summaries, they improvise both actions and dialogue.
16	Improvisation	Given two story summaries, the children improvise both the action and dialogue.
17	Play Production	Given sheets with sentences conveying various emotions, the children read aloud for reading fluency and emotional expression.
18	Improvisation	Given a two-scene story summary, the children improvise the dialogue and actions.
19	Public Speaking	The children, working as a group, retell some stories. The teacher reads the story, and then the children take turns retelling it.
20	Improvisation	Given unfinished stories with several endings, the children discuss which endings are good ones for the stories. Then groups act out the stories complete with the good endings.
21	Play Production	The children enact a short one-scene play titled "The Well."
22	Improvisation	Two children at a time perform short skits for the class. One child performs the actions while the other child acts as the prop.
23	Public Speaking	Individual children give short impromptu talks on given topics (e.g., "What would you do if you could fly?").

Lesson Number	Skill Area	Overview
24	Improvisation	Given unfinished stories, the children, working as a group, plan endings for the stories. These stories require the children, in a role playing situation, to practice considering the possible consequences of an action before making a decision.
25	Play Production	The children practice saying tongue twisters, and then play the Tongue Twister Game.
26	Improvisation	Given a story with several endings, the children decide which ending is the best one. Then the children, working as a class, plan their own endings for two unfinished stories. Individual groups of children act out the completed stories.
27	Improvisation	Given an unfinished story, the children working as a group, plan endings to this story. Then individual groups of children act out the completed story, using paper puppets.
28	Review	A review lesson in which the children practice their pantomime, improvisation, and public speaking skills. It will require several sessions for this review. Plan on doing one of the five numbered activities each day.
29 & 30	Play Production	In Lesson 29, the children read through and rehearse a play titled "Fish and Nuts." In Lesson 30, they have a final rehearsal and then perform the play.

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